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ABSTRACT

The survey reported here focuses on ascertaining if the preparation of teachers and administrators is adequate to meet the needs of minority and disadvantaged pupils, especially in urban schools. A survey was made of the 53 Ohio colleges of education through a questionnaire. Responses were received from 40 teacher training institutions in the State. The first question dealt with the specific training of the instructional staff in urban studies. Responses are interpreted as indicating the need for special studies and first-hand experiences in working with minorities and the disadvantaged. The number of years of teaching experience the faculty has had in urban schools with minority students was sought in the second question. Experiences of faculty beyond that of formal education was sought in the third question. The fourth question inquired into the areas of study concerning urban education required of educational students. The focus of the fifth question was on the specific training in urban education required of all prospective teachers, while the sixth question focused on the courses pertaining to minorities required of all students. The use of outside resources on urban and minority education was covered in question seven. Sever other questions were included in the questionnaire. (Author/JM)

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Teacher Training for Urban Schools

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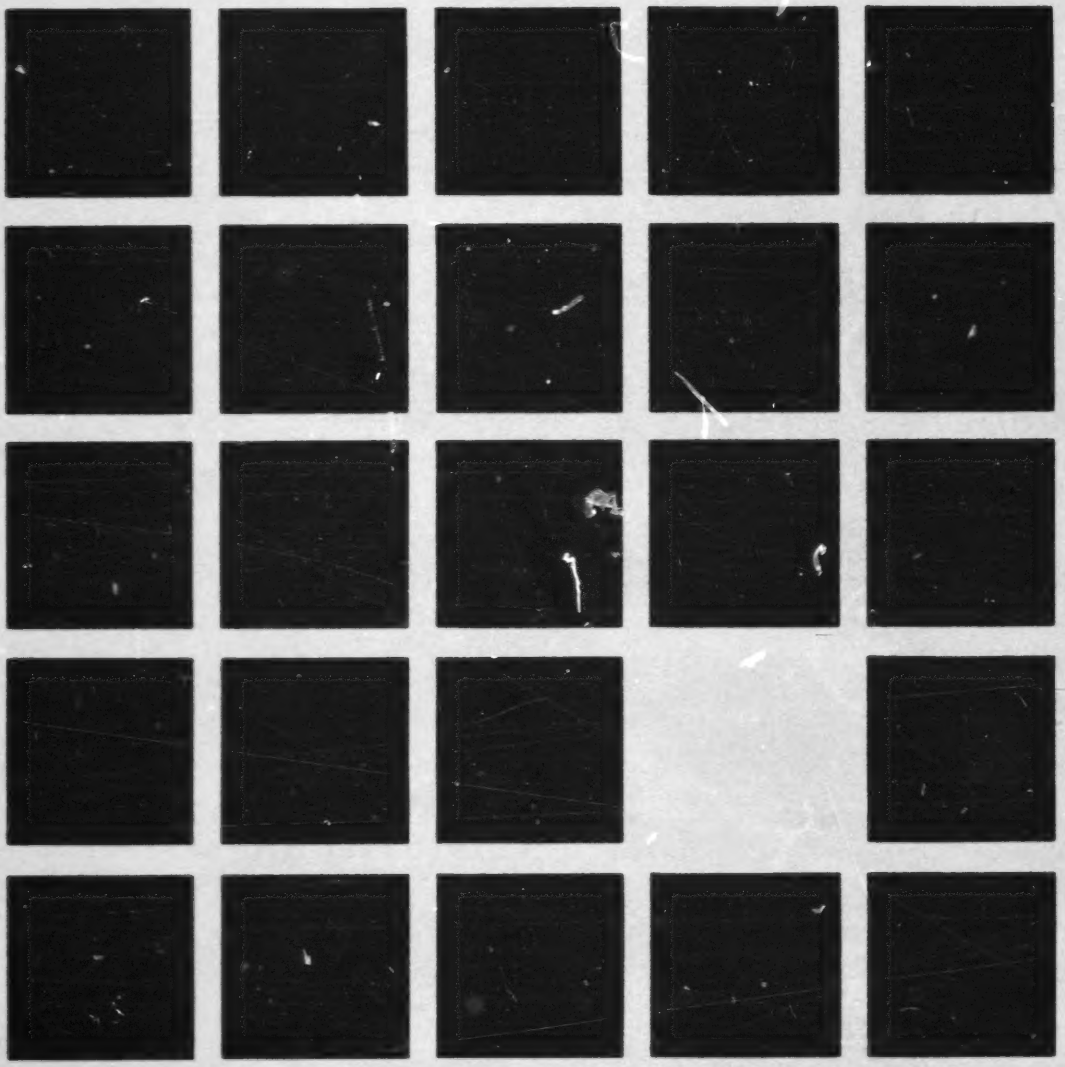
A survey of teacher education in Ohio colleges and universities conducted by the Education Advisory Committees of the Ohio Civil Rights Commission; Findings with Recommendations.



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TEACHER TRAINING FOR URBAN SCHOOLS

A Survey of

Teacher Training in Ohio

Rationale for this Concern and Project

The interest of this Agency in teacher education arises out of our mandated concern for equal opportunity in employment, public accommodations, and housing. Without a quality education, one cannot take advantage of his or her civil rights. Training programs should prepare prospective teachers to educate the pupils in all areas. One head of a Department of Education stated, "All our professional course work pertains to education of children in all areas." This should be the goal of all teacher education. This study emphasizes proper attitudes, skills, and knowledge in teachers to reach America's disadvantaged youth and impart a good education, for education is the most likely means for moving out of the backwaters of society into the mainstream of life.

This study has resulted in 18 recommendations that our Agency is suggesting to colleges of education, faculties of colleges of education, the State Department of Education, and local school systems. We are including these recommendations in the beginning of this study so that you can see immediately the results of this study. In order to peruse the details of the data gathered in the research, this information has been included in the latter part of this report.

RECOMMENDATIONS ON URBAN EDUCATION

To Colleges of Education:

1. In harmony with statements from more than 80 percent of the heads of teacher training institutions in Ohio, all student teachers should be trained to teach in urban schools and to reach poor, disadvantaged pupils – Black, Brown, or White. This training should include course work, urban experiences and involvement, practice teaching, special methods, etc. – the total program of preparing prospective teachers. Colleges of education must make a prior commitment to this need for it to become a meaningful part of the total program of teacher preparation.

2. Teacher training programs need to be restructured so that teachers will be prepared to teach in any school to which they may be assigned. The total program of teacher training needs to be reevaluated. Change is essential. One large university stated, "We are working in that direction." The curriculum ought to stress innovative methods to reach every pupil, human relations, understanding individual differences, teaching the individual pupil, etc. Upon leaving public school, young people should be equipped to live their lives fully and positively in the social and economic world into which they will be thrust.

3. The general courses that include aspects of urban education should be reevaluated so that subjects on urban life, minorities, poverty, the disadvantaged, ghetto living, etc., should be included and made more meaningful. Students should do more than "touch base" on these major subjects. The study of such topics as urban problems, poverty, learning disabilities, minority problems, social issues, and Black history and culture should be a working part of the skills of every prospective teacher.

4. Urban experiences should be incorporated into the total education program. Since America is becoming more urbanized, many teachers will eventually teach in urban schools. To teach in an urban school undoubtedly means teaching minority and disadvantaged pupils. Therefore, teachers should possess understanding, skills, innovative methods, and the ability to reach these pupils.

5. The educational experiences of prospective teachers need to be personalized so that all pupils are related to as persons. The 1972 Teacher of the Year stated his philosophy: "I have an honest respect for each individual." This should be the attitude of every teacher. As a result of understanding, empathy for minorities and the disadvantaged should be part of the equipment of a teacher. Because so many teachers are middle-class, they should be able to transcend social and economic differences in order to achieve this understanding.

6. As new instructors are added to the staff, that experience and expertise in urban education, and in teaching minorities and the disadvantaged should be considered an important qualification in making selections. Minority members should be sought in staff additions to make the instructional staff representative of our pluralistic society.

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One head of a department of education listed his solution to the problem of having more experienced personnel on the staff: "Lack of preparation of faculty to be remedied by having personnel so qualified."

7. Field work should be included within the first year of preparation, providing a wide range of experiences in all types of schools. This should encompass observation and participation as a teacher aide or assistant, tutor, community worker, etc. This would also enable the student to choose relevant courses, reading, visits, etc., throughout the preparatory program. Several schools presently require this. Practical involvement also has another advantage, in that students could decide early whether or not teaching should be their vocation.

To Faculties of Colleges of Education:

8. Present faculty members of colleges of education need to be kept aware of the rapidity with which change is taking place in every aspect of today's society. For teacher training programs to be kept meaningful, it should be made possible for members of the instructional faculty to go back into the public school classroom. Departments will need to arrange time for faculty to participate in current educational programs. This can be arranged on a part-time basis of a few full days or each half-day in the week, for three months or a semester. In no other way can training programs prepare teachers who "are with it".

9. Wider use of outside resource leaders is recommended. Urban education and minority leaders on national, State, and local basis can make a vital contribution to teacher training programs. The same applies to civil rights and community workers who are daily involved with these issues. Often these persons are available on an invitational, no-cost basis. Such sharing of experiences can also be brought through a special speaker, discussion or seminar leader, visiting professor or teacher, etc. More effective use of such persons needs to be made and can be secured, once a commitment to the need is made.

10. To cultivate the intergroup understanding of education students, audio-visuals, role playing, etc., ought to be more widely used as a tool to approach and understand disadvantaged pupils. The use of documentary films which reveal the problems of ghetto life, the realistic portrayal of poverty areas, video-taping of varying classroom and teaching situations, etc., is recommended to supplement inner-city experiences. (A list of such aids is available from this Agency.)

11. Educators should capture the idealism of youth to serve their fellowmen and to meet human needs by inspiring young people to prepare to teach the disadvantaged. Motivation, as seen in the Peace Corps, can be channeled into teaching in urban schools and/or minority or disadvantaged pupils. Education is also spiritual and is people-centered. Educators should exalt this element in training programs.

To State Department of Education:

12. Certification requirements should be related to this need of better preparing teachers to teach in urban schools. Commitment to urban education must be complete, from colleges of education to the State Department of Education. Knowledge of proper attitudes, proper approaches, and the skill and ability to reach urban or disadvantaged pupils must be part of teacher certification.

13. The State Department of Education should provide special funds, in cooperation with the Legislature, if necessary, to help finance student teaching and inner-city experiences for teacher training programs.

14. As part of the new educational structure, the Curriculum Centers should be geared into teacher education programs and related to the total curriculum of Ohio colleges of education, thus avoiding duplication, saving money, and bringing enrichment to training programs.

To Local School Systems:

15. Ohio school systems should see themselves as partners in teacher training programs and provide laboratory experiences and student teaching opportunities for future teachers. Colleges of education should develop experimental and innovative approaches in cooperation with local school systems. One university gave as an obstacle, "no ready access to availability of inner-city schools", which illustrates the need for greater cooperation.

16. School systems should require in-service training of all active teachers in which the vital issues in this area are dealt with. Teachers need constant renewal, new skills to meet the dynamic problems of our day, and the ability to reach and educate Blacks, Chicanos, and other disadvantaged students.

17. School systems should allow time and assistance for building principals of inner-city schools to counsel and

support teachers, especially first-year or new ones. Teachers need to know that channels of communication are open and that guidance and assistance are available to make the educational experience meaningful for every pupil.

18. In encouraging Blacks to teach in inner-city schools and because of the current Black emphasis on separatism, educators need be aware that this can become another means of racial segregation. Fair employment practices should present greater opportunities for employment, in both Black and White schools.

"I have come to a frightening conclusion," he wrote as a young teacher. "I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture of an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized, or de-humanized." – Hiam Ginott, "Teacher and Child"

TEACHER TRAINING FOR URBAN SCHOOLS

A Survey of
Teacher Training in Ohio*

"Public education is failing generally", stated Dr. Mario D. Fantini, Dean of Faculty of Education at State University College, New Paltz, New York, and formerly of The Ford Foundation, writing in the *Harvard Educational Review*; "the most visible failure is in the urban low income, racial-minority ghettoes." Research by the Carnegie Foundation recorded in a best-seller *Crisis in the Classroom* by Dr. Charles E. Silberman, underscores this evaluation. A widely known school man, Dr. Harvey B. Scribner, Chancellor of the New York City Schools, succinctly states this failure, "The fundamental trouble today, is that for large numbers of students, the schools do not appear to work. For every youngster who gains intellectually and psychologically as he passes through our schools, there is another who is pushed out, turned off or scarred as a result of his school experiences." President Richard M. Nixon, in addressing Congress on education programs, recently stated:

> "We all know that within the central cities are schools so inferior that the poor children who go there are not getting a decent education."
>
> "It is time for us to make a national commitment to upgrade the central cities' schools so that the children who go there will have just as good a chance to get quality education as do children in the suburbs."
>
> "Let us unite behind a program which will make it possible for all children to receive a better education and thereby enjoy a better life."

Failure of education is evidenced by the fact that large numbers of disadvantaged youth are not prepared to take their place economically in the mainstream of life or find personal fulfillment in the society. Test scores of basic skills show these pupils are often 2-3 years behind the norm, foretelling failure. The self-image and motivation of disadvantaged youth are consistently low. The cry from our youngsters is to make school relevant to their world. The sizeable percentage of dropouts reveals a lack of holding power of many schools. An editorial in Ohio School Board's *Journal* was entitled "Dropped Out or Pushed Out?" The large percentage of suspensions and expulsions as well as absenteeism further dramatizes failure. The unemployables and delinquents are additional indicators – at least in part – to shortcomings in schools. Society looks to public education to provide sound solutions to key social problems. The White House Conference reported youth wanted teachers who were interested in them as individuals, and that society should provide equal educational opportunity. Students said that teachers were the vital factor in accomplishing this goal. Education Advisory Committees of the Ohio Civil Rights Commission asked whether teacher training programs must not bear some responsibility for the shortcomings in public education as well as the fact that many urban, minority and disadvantaged youth are not able "to make it in life".

A survey was made of the 53 Ohio colleges of education through a questionnaire. The purpose was to ascertain if the preparation of teachers and administrators is adequate to meet the needs of minority and disadvantaged pupils, especially in urban schools. Responses were received from 41 teacher training institutions in the State. Not all questions were answered in every reply; in some instances the responses were too general to be of statistical value. In the discussion here, the questions are woven in to make it meaningful. Valuable, personal comments by the educators are freely used to point up issues. It is our belief that this research can make a significant impact on the training of teachers in Ohio and the education of urban, minority, and disadvantaged.

SPECIAL URBAN STUDIES OF INSTRUCTIONAL STAFF

The first question in the inquiry dealt with the specific training of the instructional staff in urban studies. Listed below are the results of the question: "What percentage of your instructional faculty:

Special Preparation	All of the Faculty	75-95% of the Faculty	50-75% of the Faculty	25-49% of the Faculty	5-24% of the Faculty	None of the Faculty
a. Have taken courses of study dealing primarily with urban education?	2	1	6	6	10	3
b. Have attended workshops focusing on urban education?	4	3	6	9	7	1
c. Have attended seminars focusing on urban education?	4	4	7	9	7	1
d. Other."	1	1	0	3	6	0

Note: Numbers denote individual institutions with useable data from 38 colleges of education.

Responses to this question bring you to the source of the spring waters, lack of specific preparation of the instructional staff for urban schools and the needs of disadvantaged children. This is related to the statement by several department heads, discussed in a later section, that the major obstacle in fulfilling this need is the lack of preparation of the faculty. One large urban university, which has a progressive program, stated quite frankly, "professors unprepared." The above data indicate the need for knowledge of urban and minority pupils and areas where schools face crucial problems. However, institutions did recommend methods which can be pursued. A department head of a private college, removed from any city, wrote "100 percent have had personal study in Cleveland schools and/or participation programs and/or Student Teaching Programs." A similar college stated that it had two Fellows on campus who were on leave from an urban high school under a foundation grant. "Their input into our program and further education of our Department members has been **very** helpful," was added. An urban educator stated, "Many faculty have had experience teaching in inner-city schools." One State university arranged a series of five seminars studying problems teachers face in urban schools, which was attended by the entire faculty.

Involvement of individuals in programs for the disadvantaged and minorities was reported by many institutions, such as directing a Workshop for Inner-city Teachers, an NDEA Institute on Urban History, a college group in a work project in a Black ghetto, and a Teacher Training Corps. One department of education includes a Ph.D. in sociology who had worked in urban rehabilitation programs. A private college reported that 95 percent of its faculty had taught Headstart programs. Believing in the importance of the classroom teacher, whether in a university setting or public school, the need is manifest for broader knowledge and skills in the upgrading of the educational experience for the urban or disadvantaged child. This must begin at the source, in the college instructional staff. Responses indicate the need for in-depth knowledge, special studies, involvement, and first-hand experiences in working with the minorities and the disadvantaged in an urban or rural setting.

EXPERIENCE OF FACULTY IN URBAN SCHOOLS AND WITH MINORITIES

The number of years of teaching experience the faculty has had in urban schools with minority students was sought in Question 2. Many answers were given as grand totals for the entire staff, and consequently could not be used. However, several institutions did break down responses into several categories for a meaningful reply. A few teacher training institutions have faculty members with a decade or more of teaching experience in urban schools with minority pupils. A small number of colleges have instructional faculty members with 5-9 years of such experiences. Several institutions indicated that they had a goodly number of instructional faculty, having 3-4 years experience or 1-2 years experience.

Recent additions to faculties are bringing the urban emphasis and a knowledge of minorities to colleges of education. Important in any solution to the urban problem is the experience and concern of faculty members in the area. Replies to this question, however, indicate that a new breed of instructor is coming into teacher training programs. It is deeply disturbing to find that many members of the instructional staff – in some institutes as many as a fourth, a third, or a half – have had no urban

or minority experiences whatever. It is this need of first-hand experiences which induces the recommendation for in-service training, field experiences, and current classroom experiences for all instructional staff. As new members are brought into the staff, qualifications in this area must be borne in mind and greater expertise sought toward the total upgrading of the teacher training program for present-day needs of pupils. A small urban college speaking of obstacles voiced a common need, with the remedy, "Lack of preparation of faculty to be remedied by hiring personnel so qualified."

OUTSIDE EXPERIENCES OF FACULTY

Experiences of faculty beyond that of formal education was sought in Question 3: "What experience besides teaching has your faculty had in urban centers and with minority students?" This area was broken down into eight categories: a. Sunday school and church, b. Recreational programs, c. YM or UWCA, d. Political activities, e. Consulting or surveys, f. Community activities in human relations, g. Civil rights activities, and h. Service club or Frontiers Club activities. Responses reveal that only a small percentage of those who train teachers in Ohio have become personally involved in these community activities and programs. They have not participated to any appreciable degree in community projects, activities for change, and the struggles and tensions in the world about them.

It is apparent that professors at institutions and departments of education which have the most effective programs in urban education participate in the activities of the community at large. They are found where the action is. They have become involved first-hand and become personal instruments of change and uplift; thus teacher training and the whole educational process become more relevant to current pupil needs and the world.

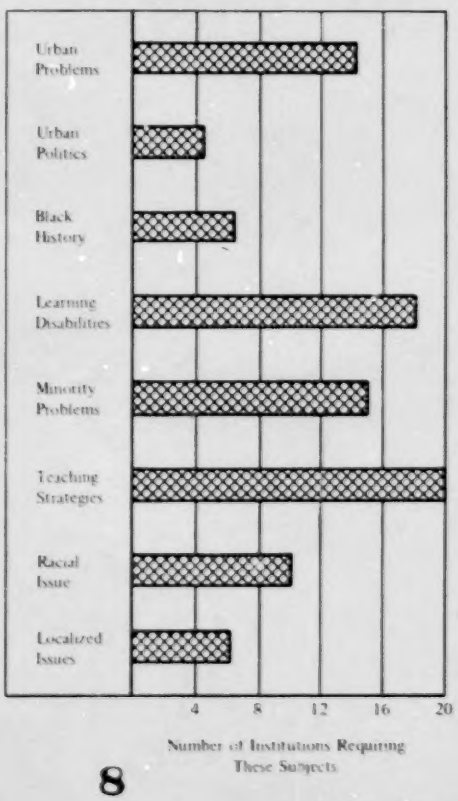
COURSES REQUIRED IN THE GENERAL AREA OF URBAN EDUCATION

Our concern for the total training of teachers is that they be able to "turn on today's pupils". Vital teacher training should result in the following: understanding the urban or disadvantaged child and his culture, having the proper attitude and ability to relate to him as a person, and possessing the essential skills and innovative methods to reach him in the classroom, so that the total educational experience will be positive and meaningful. What means are now in use? What courses and methods are training institutions using to prepare teachers? A more general Question, 4, inquired: "What areas of study concerning urban education do you require of your educational students?" In the 41 Ohio colleges of education responding, the following subjects in urban education are required, as indicated below:

Subject	Colleges of Education Requiring
a. Urban problems	18
b. Urban politics	5
c. Black history	7
d. Learning disabilities	18
e. Minority problems	15
f. Teaching strategies	20
g. Racial issues	10
h. Localized issues	6

Note: Numbers denote individual Ohio colleges of education.

GENERAL BACKGROUND SUBJECTS REQUIRED FOR URBAN EDUCATION



Replies on required courses indicate that the study of many essential subjects is but a part of the general preparation, as shown by comments received such as: "In existing courses" or "Included in classes, not separate courses". Statements as "We offer work in this area but do not require it," were repeatedly received. One urban university groups the courses under "Race" and "The City", requiring one course in each group. Again, some courses are required only of majors in specific areas. One spokesman expressed, "All are considered in methods courses and used in teaching strategies."

One particular course which was listed most often as being required was "Foundations of Education". A large number of colleges stated that most subjects listed above were covered in this course! On being asked about the depth of this coverage, an experienced department chairman replied, "They probably just touch base." Many added that electives are offered in all the subjects. Another commented, "Covered to some degree in urban education." But how thoroughly? it must be asked. And of what proportion of the students? One progressive school incorporates several subjects into one course such as: "Social Issues in American Education" and "Education in the Black Community", which is then required of some students.

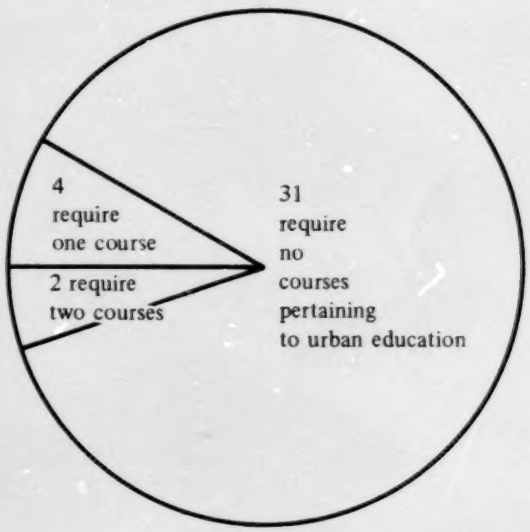
Three questions were asked on the area of race, in c., e., and g. Because a large portion of problems in schools and education as well as the world involve race, the racial prejudice is one of the major topics treated in in-service programs for teachers, this indicates that a wide gap exists in the preparation of teachers knowing how to deal with racial problems. This field also offers a good illustration of subjects which can be offered through another department such as Black studies, sociology, psychology, or literature.

Similar reaction can be made to a required study of the city, which is included in two categories in the above listing, a. and b. Urbanization can be said to characterize our age and is intimately related to race. Moreover, the city can well be where the prospective teacher will ultimately accept a position and work. The need to understand the modern city and its life is essential today.

Positive models are provided in approaches by different schools in their endeavor to make equal educational opportunity a reality – and they are not all located in cities! The fundamental question this inquiry wishes to raise is "Are today's teachers prepared to teach minorities and disadvantaged pupils, in urban schools, whether rural or inner-city, to make it a meaningful educational experience for the child and also not to be traumatic for the teacher?"

SPECIFIC COURSES REQUIRED PERTAINING TO URBAN EDUCATION

In this study, we are asking, "Is there a relationship between the total program of teacher training and society's failure to educate minority and disadvantaged youth?" Question 5 asked, "How many courses pertaining to urban education do you require of your students?" This question sought to ascertain what specific training in urban education is required of all prospective teachers. The requirements of the various institutions vary accordingly; four require only one, while two require two courses. Some requirements fell only within specific fields or departments. But like a motif in a Beethoven symphony, throughout the responses to this question on required courses and field work in urban education, ran the statement "None is required." Thirty-one institutions stated this specifically.



The number of colleges of education requiring courses in urban education is shown in the following table:

3 or More Courses Required	2 Courses Required	1 Course Required	None Required
0	2*	4**	31

*Required only in certain departments.
**Required only in certain departments by one college of education.

Explanations were included such as: "Course content regarding urban education is treated within existing courses," or "Many (courses) have urban education

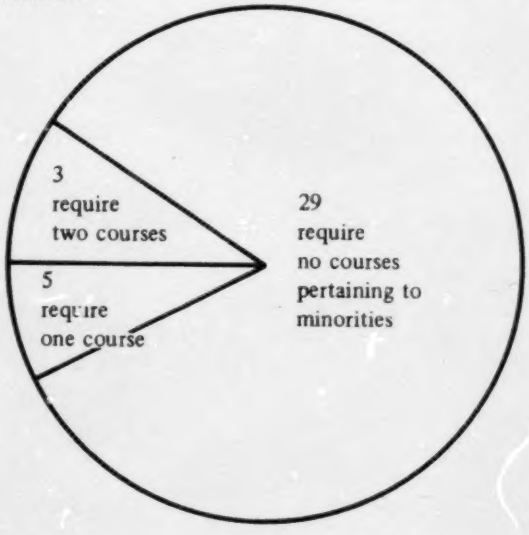
aspects," or "None devoted entirely to this. All our courses include such areas." A private university phrased it characteristically, "None required but included in portions in Education II." One urban college added, "One course (Child Development) requires teaching experience in an inner-city school." Total preparation needs to be viewed in relation to a later section of this study, "Where Will the Teachers Teach?"

The realities of employment opportunity need be faced, both by students and educational institutions. Many youth assume that they will teach in suburban or outer-city schools yet are able to secure employment or are assigned to inner-city schools and teaching minority pupils. Consequently they find themselves ill-equipped to do effective work. A sampling was made of young teachers currently in central-city schools. The testimony bears out this conviction about teacher preparatory programs. A survey on the opinion of recent graduates on the relevancy of their training has been conducted by several Colleges of Education. A detailed survey of the subject would constitute a research project in itself. At least two Ohic colleges have made such studies. One individual, a recent graduate of one of our largest colleges of education, and presently teaching in an inner-city school, sensing her lack of preparation and need, related that she endeavored to prepare on her own to teach minorities.

REQUIRED COURSES PERTAINING TO MINORITIES

A national civil rights leader recently pointed out that racial issues are at the core of most urban problems. Race and urban problems are inextricably linked. Questions of race permeate most of the issues in urban schools and communities. To teach in an urban school has become synonymous with teaching Black pupils. Cleveland reports that the majority of their pupils are Black. Relevant teacher training must be directed toward this group, our largest, as well as other minority groups. Question 6 was directed to this subject, "How many courses pertaining to minorities do you require of all students?" Five colleges require "One" and three require "Two". This is illustrated in the accompanying pie graph. As an illustration of offering urban courses in cooperation with other departments, one private college offers a course in the department of psychology with special emphasis on the Black child. Another offers "Education in the Black Community". Comments such as "Available" or "Included in general courses", were added by several.

Because of the growing number and increasing ratio of Blacks and other minorities in society, it is imperative that knowledge of the history, culture, and achievements of Blacks and other minorities be made a part of the teacher's expertise. An understanding of the family structure, values, self-image, and life style is essential in order to relate to minorities. Methods of motivating the disadvantaged, positive expectations, and creative innovations in using basic text materials to reach these pupils should be part of current teacher training. Moreover, such skills will prove useful wherever one teaches. Awareness of the negative self-image of many minority children and the ability to motivate such pupils should be possessed by teachers. The wide prevalence of reading problems underscores a greater need for skills in teaching, reading and communication. As long as prospective teachers are not being given these approaches and skills, urban schools will continue to fail to educate the ghetto poor, and minorities.



USE OF OUTSIDE RESOURCES ON URBAN AND MINORITY EDUCATION

A fruitful source for enrichment of courses is through the use of outside resources. These individuals add relevancy to classroom teaching. Such inquiry was made in Question 7. Two-thirds of the departments stated that they utilized such resources, but to what degree remains unclear. Of the several types, "urban education leaders" and "minority leaders" were called upon most, being used in two-thirds of the colleges of education. One-third used local civil rights and minority group members, with a like number using Federal and State minority education leaders. One-fifth of the institutions invited "national leaders in urban education" or "minority groups." Several used "civil rights and labor leaders" to keep the learning process abreast of present needs.

Some institutions found assistance near at hand, calling upon their students in urban studies or members of local community action groups. Civil rights groups or community organizations welcome opportunities to discuss their concerns. Since many students are White, middle-class, and unacquainted with the realities of prejudice, discriminations, and poverty, representatives of these groups are able to add a new dimension to the

educational experience. One school used simulation techniques. Role playing also is a rewarding technique, as is reading or presenting plays, as well as the best of audio-visuals. Deepened awareness can come through dialogue with these resource persons who are daily involved in urban issues and are on the firing line in today's struggles.

REQUIRED COURSES AND FIELD WORK FOR ALL PROSPECTIVE TEACHERS

A broader question on teacher preparation programs was included in Question 9, "What type of special, required instruction do **all** education students at your institution receive to prepare them to teach in inner-city schools?" Because of the very nature of our current pluralistic society and the probability of teachers working with minorities and disadvantaged, we sought to ascertain how equipped **all** prospective teachers are to understand and reach these pupils. Under the sub-topic: "Courses, Title of", a good number replied, "None", with a private, metropolitan school stating characteristically, "None is required at all."

Specific titles were enumerated by several institutions. "Educational Psychology" was given by many as were "Introduction to Education", "Principles" or "Philosophy of Education." "The Art of Teaching," "The Learner and Society", or a seminar on "School and Society" were often listed. "Child Growth and Development" and courses in curriculum or reading were also representative. Few colleges of education require as many as three courses, usually only one or two. On the whole, these were general introductory courses. "Foundations of Education" was listed by many. An urban college commented, "Problems on inner-city schools are discussed in most of our foundation courses", with another adding, "Some observations are made of inner-city schools." One church-related university requires all students to take "Afro-American Studies". A sister institution related that students may "work with minority groups through field experience programs related to five required courses and five elective courses." An inner-city institution entitles a current course, "Contemporary Foundations of Education." These illustrations provide models in which teacher training programs will need to move to make equal educational opportunity a reality for every American youth.

Course work and formal studies constitute only one segment of teacher preparation. Urban experiences must be made an integral part of training programs. A prominent urban worker told an audience that they must know the smells and sounds of slums to understand ghetto life. Urban life must be known first-hand. Part of Question 9 inquired about urban experiences. "Field Experiences: Number of Days or Weeks". Replies covered a wide range. Most of the responses involved periods of 5 – 10 days. In the main, these experiences were encountered only by those electing them. A comment from a State urban university is characteristic: "Courses and field experiences are available but not required," while a similar university stated, "1 hour per day for 20 weeks minimum; maximum 6 hours per day for 15 weeks." One State university requires "11 weeks for students teaching in an inner-city school". A private urban university requires 3 days a week for 15 weeks for prospective elementary teachers and 2 days a week for 28 weeks for prospective secondary teachers. In other sections of this study, programs in metropolitan areas are discussed, such as living in the ghetto in Cleveland, with community involvement; one quarter in Philadelphia, with involvement in community life; or serving as a teacher aide in an inner-city school are listed as part of urban education. These varied approaches point to ways in which vital teacher training programs are moving, that of in-depth and personal involvement by students in the life of urban communities and living and working with minority and disadvantaged persons.

REASONS FOR INNER-CITY EXPERIENCES

Inquiry concerning a rationale for "some kind of well-planned and closely supervised inner-city experience" was made in Question 12. Four subtopics were given. The following chart indicates the responses given in 36 useable responses:

Reason for Inner-City Experience	Number Checked
The majority are from different cultural backgrounds.	32
Many may begin their teaching career in an inner-city school.	26
Some will learn that they should not accept a teaching position in an inner-city school.	24
Some will learn that teaching in an inner-city school is not altogether impossible for them.	28

Several significant comments were added. Most educators did not seem to question the need for inner-city experiences. However, they hesitated to make them

required. A large State university worded it: "All these are good reasons but the experience should not be required for all." A private school removed from a metropolitan area stated, "This needs to be available but needs not to be special courses designed for the purpose", with another college stating "Opportunity for some kind of experience." These inner-city experiences help all teachers to have a broader comprehension of the needs of different types of pupils as well as to develop innovative techniques and creative approaches to varied pupil-needs. Some of the educators overlooked this aspect of training programs, as they commented that many will never teach in an inner-city school. However, the private school with a progressive program expressed the importance of this element in preparation for developing skills: "Urban teaching points up problems teachers must face regardless of where they teach."

Several heads of colleges of education voiced a conviction of the need for this type of teacher training. In speaking of obstacles preventing more work to be done in this area, a large urban university stated there was a lack of "proper sensitivity to the magnitude of the problem." Another listed the obstacle of "limited understanding of the urgency of providing such experiences." A private college in the largest metropolitan area of the State expressed their difficulty, "After 4 committees, we cannot specify what that kind of training should be." (We wish to add that our Advisory Committees would be available for counsel or suggest names of qualified persons for guidance.)

EXPERIENCES TO UNDERSTAND THE BLACK, THE POOR, AND THE DISADVANTAGED

An important part of teacher training is bridging the gap in assisting middle-class students to understand and relate to minority and disadvantaged pupils. The distinctions are chiefly those of class. Question 10 asked, "What special kind of experiences do your students have that will possibly enable them to understand and be more sensitive to what it means to be Black or poor or disadvantaged?" A wide diversity of programs were described in response, many referred to above. These include field trips, observing, student-teaching or serving as teacher-aides in inner-city schools, tutors for slow-learners, developing special projects in elementary and secondary schools for the disadvantaged, volunteer programs in neighborhood centers as volunteers, et al. Reading the literature on ghetto schools, courses and seminars in urban education and teaching the disadvantaged, simulation techniques, role playing, reading or presenting plays on the topic inner-group, bi-racial dialogue, and audio-visuals are other approaches. One private school includes a mid-term in Chicago and in ghetto schools. These can be suggestive to schools desiring to bridge the social and economic gaps in present society toward providing equal educational opportunity.

SHOULD URBAN EDUCATION BE PART OF THE CURRICULUM?

The inclusion of specific training for teaching the minorities and the disadvantaged and the imparting of attitudes and skills are the concern of this study, so the students are better able to live productive and satisfying lives. Question 13 asked, "Should Urban Education Training become part of the regular curriculum: a. Of every prospective teacher? b. Of those that are interested in teaching in such a setting?" Nineteen of the 32 replies on this inquiry were in the affirmative to Part a. Thirteen educators responded favorably to Part b. There was strong sentiment among educators that this training should be "infused into the regular program rather than an extra adjunct to it." A similar conviction was phrased, "Integrated but not necessarily in another course." Heads of colleges of education commented, "not necessarily as separate courses" and to "be available."

It was nearly unanimous among these administrators involved in training teachers that a large majority of teachers are middle-class, that programs are largely by and for Caucasians, that student teachers need to be introduced to the realities of pluralism and urban life, and that the skills and ability to educate all pupils in today's schools should be part of the preparation of teachers today.

WHERE WILL THE GRADUATES TEACH?

College students do not know where or in what systems they will teach, or what kind of pupils they will be assigned. One urban university department head stated that there are "No predictive indicators of where jobs will be." "A Status Report on Classroom Teachers", which appeared in *Ohio Schools* for December 10, 1971, brought to light some interesting facts: 65 percent of the teachers in inner-city schools were assigned there when new to the system, while 11 percent were transferred there by the administration. A report from the White

House Conference indicated that of the 2 million teachers in the U.S., 350,000 are assigned to schools with a predominantly poor student body. In this day of more limited employment opportunities, metropolitan schools represent a major job market.

It needs to be pointed out that to teach in an urban school today is almost synonymous with teaching Black and disadvantaged pupils. Today, 1972, the Cleveland and Cincinnati Schools are 60 percent Black, with Columbus 24 percent. Other metropolitan systems are of similar racial make-up. Many buildings are 50-90 percent Black. Over half of the Black youth in Ohio are assigned to buildings that are 95-100 percent Black. Small cities and suburbs are taking on similar characteristics while many poor and disadvantaged pupils are found in rural areas and villages of our state. Society looks to the school system to educate the on-coming generation – whether Black, Brown, Yellow, or White, rich, or poor – to take its place constructively in society. Every college of education should give prospective teachers the knowledge, attitudes, and skills to understand, reach, and relate effectively to all pupils.

IS INNER-CITY TEACHER TRAINING NEEDED?

On this topic, comments by Ohio educators proved invaluable. Many insightful statements were transmitted with Question 11, "Do you believe that there is a need for some special kind of inner-city teacher training for the majority of your students?"

"Yes, many will be teaching in inner-city" – a private college.

"Yes, urban population is growing and future need will be in this area" – a private college in a small city.

"Yes, it is imperative that teachers understand the problems that are unique in the inner-city" – a state university in a small city.

"Yes, this is becoming daily more necessary" – a private college.

"Yes, the majority of our students will find employment in the urban setting and therefore should be prepared to cope with the problems they will face." – a State university in a small city.

"Yes, even if the student never plans to teach in an inner-city school, such an experience would be beneficial. It would help him understand a segment of our population with which he may never have come in contact." – one of Ohio's largest teacher training departments.

"Yes, value systems, teaching approaches, etc., need to be explored since our graduates may teach in inner-city and because urban teaching points up problems teachers must face regardless of where they teach" – a private college in a metropolitan area.

"Yes, we need more because our students are white and dominantly middle class/upper class." – a private college in a small city.

"They need involvement on a practical level in schools of this type. Most of our teacher education students come from middle-class suburbs" – a private college not in a metropolitan area.

"Every student should – those planning on teaching in inner-city should have more." – a young urban specialist in a private college.

This study advocates direct preparation to teach in urban schools and educate disadvantaged pupils. It also is seeking good human relations and intergroup understanding. Urban experiences for all teachers would help bridge the gap between groups and overcome the growing polarization in our democratic society. A knowledge of and personal experiences with minorities and disadvantaged groups and persons will create understanding and democratic attitudes. A private college in a city supported the need for this training with the statement, "Even if they do not teach in an inner-city school, they will be in a better position to combat racist attitudes they may encounter." Intergroup understanding certainly should be part of the expertise of a teacher so that he or she – even if teaching in suburbia – can in turn transmit understanding, appreciation of persons who are different, and compassion for those less advantaged. These qualities are essential for a person to function effectively as a worker, supervisor, or citizen in a pluralistic society.

OBSTACLES THAT HINDER FROM DOING MORE TO PREPARE TEACHERS FOR INNER-CITY SCHOOLS

The final question in the inquiry dealt with the problems and barriers departments of education face or feel in improving training programs in this area. Question

14 stated: "List major obstacles that hinder you from doing more in your Department to prepare students for teaching in inner-city schools." No imagination is required to know that "Money" and "Time" were the hue and cry of many educators. The head of the department of a State university stated simply, "Lack of money. We are desperate!" Another large university also listed "Money" first. A small private school listed "Time" and "Money" as first and third, respectively, of obstacles faced. Ohio's teacher training institutions need to reevaluate their total program and set priorities with their present use of time and money in face of today's educational crisis. To ask, "How do we expend the funds and time presently available?" and to respond to this question, in the light of current needs, will call for a reordering of priorities.

THE NEED FOR RESTRUCTURING TEACHER EDUCATION

A recent article in a widely circulated magazine stated:

> "Over the decades, schools of education have been accused of turning out teachers long on credit courses in methodology but . . . ignorant of the handling of youngsters when they start teaching."

To meet the needs of both present-day society and children, the total program of teacher education will need to be reevaluated and restructured, even within the framework of existing limitations. One of our largest schools stated, "Other needs take precedence over hiring inner-city experts." Prospective teachers need to be prepared to teach in any school in which they may work and to educate all pupils who are assigned to them.

Several department heads specifically listed structure as an obstacle to doing more. Change in teacher training, even in the face of deep demands, appears to be no easier than in other areas, possibly less. Pressures to maintain "what is" and "to keep things as they are" were cited. Some educators feel they will lose out in any restructuring of curriculum, innovation, or creative approaches to present-day educational needs. This explains some of the reluctance toward creating off-campus programs. A leading teacher educational institution stated, "Other needs take precedence over hiring personnel so qualified." Other statements manifest a concern about structure when "departmental outlook and concerns" and "course proliferation and course separation that is so marginally efficacious" were cited. Official requirements were also pointed out, "State requirements fill students' programs." Courses of lesser or doubtful value should be replaced with a more vital curriculum if prospective teachers are to be trained to educate children of deprivation and bring them into the mainstream of life. Constant reassessment, change, creative programming, and commitment are essential to meet the needs of today's youth.

LIMITATIONS OF THE FACULTY

Members of this Agency's Committees are personally involved in education and are in contact with the field. The need for more relevant teacher training programs and for public schools to do a more effective job is repeatedly being voiced and heard. But change in teacher training programs seems to take place slowly. Tragically, so often vital programs include only a small number of students, or even a few. When heads of departments of education listed major obstacles faced, a striking variety of replies was given – many revealing. Several spoke from the heart. We shall let these top administrators speak. A private school in a small city stated, "Lack of preparation of faculty to be remedied by having personnel so qualified." A school not in a metropolitan area, expressed it succinctly, "Faculty inadequacy" while another stated, "Faculty experience in inner-city teaching is limited." One urban university headed its list of obstacles, "Limitations of our own faculty" and in addition, listed as a fourth obstacle, "Limited knowledge of just what we need to do." Another frankly stated, "Professors unprepared." One of Ohio's largest teaching training institutions located near several cities, wrote: "Limited understanding of the urgency of providing such experiences." Two affluent private schools gave as obstacles, "Staff to supervise and teach" and "Lack of trained teachers". One department head stated, "Other academic departments do not approve granting course credit for inner-city experiences."

Many suggestions to meet these needs and ways to overcome some obstacles are included in this discussion. Professional course work, workshops, and seminars should suffice for the book knowledge, but inner-city experiences to understand the culture, background, life-style, and problems of the disadvantaged are essential. Personal involvement with the poor and minorities can make educational programs and experiences more meaningful to these students. Participation in community clubs, service organizations, and group activities to be involved personally. Back to the classroom for the instructional staff as enumerated in the recommendations is another as is reading the literature, for a plethora of studies and experiences have been issued in this field recently. (This office has compiled "Now Books in Urban Education" which will be suggestive.) But first and foremost is the

need for a commitment to total teacher training programs so that the teacher-pupil learning experience for all pupils becomes meaningful and positive.

FURTHER OBSTACLES TO IMPROVED PROGRAMS

Several institutions pointed out their physical limitations. Geography was given as an obstacle by several, expressed as "Our rural location", "Distance from inner-city", "Geographical location", and "University in a small town". This is a real problem for many institutions, which must be faced and overcome for a relevant preparatory program. This expresses itself in transportation costs. Transporting students to a distant, inner-city school and supervising the program becomes a logistic and expense problem.

Psychological distance also was voiced in several expressions. "Students fear physical violence" along with "Parental opposition to female students going into inner-city" were given by one rural school. Another gave as an obstacle, "Question in minds of students: 'Do they really want us there?' " An interesting variant of existing alienation was given by a school in a metropolitan area, which stated, "Parents want their children to be only suburban teachers". Yet many will eventually teach in inner-city schools and/or have disadvantaged and minority pupils in their classes. Lacking attitudes and skills to make a positive learning experience for the pupil, the teacher will fail to find professional satisfaction.

CONCLUSION

The interest of this Agency in public education has been pointed out earlier in the rationale. Not only is a good education essential in order to take advantage of one's civil rights but to take one's place in our complex and technological society. Minorities and the disadvantaged believe in education and – like middle class parents – want their children to have a good education so they can "succeed" in life. But these groups also believe that the right to quality education is an all-too-often denied right. It is the basic conviction of this study that the classroom teacher is the major factor in imparting a quality education. Teachers are in direct contact with pupils and are the key to the individuals' learning experiences. Programs of teacher training impart attitudes and skills for positive learning and help develop ability and innovative methods to reach the minority, poor, or disadvantaged youth. Teacher training programs are in a position to effectively change this situation. As the preparation of prospective teachers becomes more relevant, classroom teachers will be equipped to do more effective work.

Too often teacher training programs are planned for middle-class schools, and special programs aimed to teach the disadvantaged are largely limited to a small number or often only a few. Educators are aware that our nation is becoming urbanized, that the numbers of disadvantaged persons are growing, and that many schools are failing to educate today's children. Teacher preparation should be structured to prepare every teacher to teach minority and disadvantaged pupils. One urban university provides a model, as their program "pertains to the education of children in all areas." Persons responsible for teacher education must face the facts that most teacher preparation does not include any training to help educate minorities and disadvantaged children. Educators can no longer close their eyes and fail to act to meet these critical needs. This study is intended as a call to action. The gathering of the data was meant to become an instrument of change. Graduates of colleges of education must be equipped with basic skills, understanding, and experiences that make for optimum learning for children – whether in suburban or depressed area schools. In the name of equal educational opportunity, of children as persons, and of our democratic society, we plead that all persons involved in teacher education act to bridge this gap.

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John Carroll University

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Malone College
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